

Alignment with Maryland Voluntary State Curriculum – High Schoolⁱ

| Activity | Page | Government/History | Science |
|--|------|---|---|
| OH DEER! GRADE 5-8+ STUDENTS WILL IDENTIFY AND DESCRIBE FOOD, WATER, AND SHELTER AS THREE ESSENTIAL COMPONENTS OF HABITAT; DESCRIBE THE IMPORTANCE OF GOOD HABITAT FOR ANIMALS; DEFINE “LIMITING FACTORS” AND GIVE EXAMPLES; AND RECOGNIZE THAT SOME FLUCTUATIONS IN WILDLIFE POPULATIONS ARE NATURAL AS ECOLOGICAL SYSTEMS UNDERGO CONSTANT CHANGE. | 36 | <p>[potential exists to meet Government: 1.0 Political Science - A. The Foundations & Functions of Government: 3. Governmental roles & policies regarding public issues (1.1.3). b. (environmental issues); e. (environmental policy); C. Protecting Rights & Maintaining Order: 3. Impact of government decisions & actions (1.2.3). e. (regulations by the Maryland Dept. of Environment); D. Modifying the Environment 1. Role of government in addressing land use & other environmental issues (3.1.2). a-e; Government: 4.0 Economics - A. Scarcity & Economic Decision-making. 1. Economic costs & benefits & opportunity costs (4.1.2). d. (public policy issues, such as environmental concerns)].</p> | <p>Goal 1 Skills & Processes Goal 3 Biology 3.5 Investigate the interdependence of diverse living organisms & their interactions with the biosphere (relationships between biotic & abiotic factors; interrelationships & interdependencies among different organisms; natural & man-made changes in environmental conditions affect individuals & dynamics of populations; food webs are influenced by human activity & technology); 3.4 Explain the mechanism of evolutionary change (natural selection; environmental pressures); 3.6 Investigate a biological issue (consequences & trade-offs between technology & the environment; defend their position on biodiversity, population growth, global sustainability, etc.).</p> |
| HAZARDOUS LINKS, POSSIBLE SOLUTIONS GRADE 7-8+ STUDENTS WILL GIVE EXAMPLES OF WAYS IN WHICH PESTICIDES ENTER FOOD CHAINS; DESCRIBE POSSIBLE CONSEQUENCES OF PESTICIDES ENTERING FOOD CHAINS, AND DESCRIBE HOW REGULATIONS ATTEMPT TO CONTROL PESTICIDE USE. | 326 | <p>[potential exists to meet Government: 1.0 Political Science - A. The Foundations & Functions of Government: 3. Governmental roles & policies regarding public issues (1.1.3). a. (EPA); b. (environmental issues); e. (environmental policy); B. Economic Systems & the Role of Government in the Economy. 3. Regulatory agencies & their social, economic, & political impact on the country, a region, or on/within a state (4.1.3). (such as the EPA); C. Protecting Rights & Maintaining Order: 3. Impact of government decisions & actions (1.2.3). e. (environmental standards set by the EPA; regulations by the Maryland Dept. of Environment); D. Modifying the Environment 1. Role of government in addressing land use & other environmental issues (3.1.2). a-e; Government: 4.0 Economics - A. Scarcity & Economic Decision-making. 1. Economic costs & benefits & opportunity costs (4.1.2). d. (public policy issues, such as environmental concerns);</p> | <p>Goal 1 Skills & Processes Goal 3 Biology 3.2 Conclude that cells exist in a narrow range of environmental conditions & may cause changes in the metabolic activity (toxic substances); 3.5 Investigate the interdependence of diverse living organisms & their interactions with the biosphere (relationships between biotic & abiotic factors; interrelationships & interdependencies among different organisms; natural & man-made changes in environmental conditions affect individuals & dynamics of populations; food webs are influenced by human activity & technology); 3.4 Explain the mechanism of evolutionary change (natural selection; environmental pressures). 3.6 Investigate a biological issue (consequences & trade-offs between technology & the environment; defend their position (e.g., biodiversity, population growth, global sustainability)). Goal 4 Chemistry 4.5 Investigate chemistry’s impact on society (food</p> |

History: 5.2 (Clean Water Act; regulations by the Environmental Protection Agency.)

additives; hazardous waste disposal; synthetics).

Project Wild - Aquatic

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Activity

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Science

**SEA TURTLES INTERNATIONAL
GRADES 9-12**

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STUDENTS WILL ANALYZE POLICIES AND PHILOSOPHIES THAT COUNTRIES HAVE RELATING TO WILDLIFE OWNERSHIP, PROTECTION & HABITAT MANAGEMENT; EXPLAIN THE IMPORTANCE OF INTERNATIONAL AGREEMENTS AND ORGANIZATIONS THAT MANAGE SPECIES THAT CROSS NATIONAL BOUNDARIES; AND DEFINE THE DIFFERENCE BETWEEN OWNERSHIP OF LAND AND OWNERSHIP OF WILDLIFE.

Government

1.0 Political Science

A. The Foundations & Functions of Government: 3. Governmental roles & policies on public issues (1.1.3). a. (EPA); b. (environmental issues); e. (environmental policy);

C. Protecting Rights & Maintaining Order: 3. Impact of government decisions & actions (1.2.3). e. (environmental standards set by the EPA; regulations by the Maryland Dept. of Environment);

D. Modifying the Environment 1. Role of government in addressing land use & other environmental issues (3.1.2). a-e;

3.0 Geography

B. Geographic Characteristics of Places & Regions. 1. Roles & relationships of regions on the formation & implementation of government policy (3.1.3). (population growth & impacts on the environment; how natural resources & population define a region). c. how regional natural resources, & environmental issues influence govt. policies;

C. Movement of People, Goods & Ideas. 1. How demographics relate to political participants, public policy & govt. policies (3.1.1). d. population trends & projections & how they affect the environment.

4.0 Economics

A. Scarcity & Economic Decision-making. 1. Economic costs & benefits & opportunity costs (4.1.2). d. (public policy issues, such as environmental concerns);

B. Economic Systems & the Role of Government in the Economy. 3. Regulatory agencies & their social, economic, & political impacts (4.1.3). (e.g., EPA); **U.S. History 5.2** (Clean Water Act; regulations set by the EPA].

U.S. History

5.2 Students demonstrate understanding of political,

[potential exists to meet **Goal 1 Skills & Processes Goal 3 Biology - 3.5** Investigate the interdependence of diverse living organisms & their interactions with the biosphere (relationships between biotic & abiotic factors; interrelationships & interdependencies among different organisms; natural & man-made changes in environmental conditions affect individuals & dynamics of populations; food webs are influenced by human activity & technology); **3.6** Investigate a biological issue (consequences & trade-offs between technology & the environment; defend their position (e.g., biodiversity, population growth, global sustainability)].

economic & cultural developments from 1964-1980. Political Science (endangered species act);

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| FASHION A FISH GRADES 3+ STUDENTS WILL DESCRIBE ADAPTATIONS OF FISH TO THEIR ENVIRONMENT, HOW ADAPTATIONS HELP FISH SURVIVE IN THEIR HABITATS, AND INTERPRET THE IMPORTANCE OF ADAPTATIONS IN ANIMALS. NOTE: THIS ACTIVITY CAN INVOLVE ART. | 56 | None | [potential exists to meet Goal 3 Biology - 3.5 Investigate the interdependence of diverse living organisms & their interactions with the biosphere (relationships between biotic & abiotic factors; interrelationships & interdependencies among different organisms; natural & man-made changes in environmental conditions affect individuals & dynamics of populations; food webs are influenced by human activity & technology); 3.4 Explain the mechanism of evolutionary change (natural selection; environmental pressures); 3.6 Investigate a biological issue (consequences & trade-offs between technology & the environment; defend their position (e.g., biodiversity)]. |

ⁱ Activities meet standards as noted. When a standard is listed without notation, the activity meets the standard fully for all applicable grades for that activity.